



WOU

Western Oregon University Magazine

Spring 2009



Visiting art professor, Motohiro Kozawa, gains inspiration from Oregon landscapes.



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Professor Motohiro Kozawa describes his work as a type of painting that is strongly based on his impression of nature. "In nature, we can feel all that is good. That kind of feeling is my motivation for painting. That kind of feeling is what I get from Oregon."

Cover photo by Kim Hoffman



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Dear alumni and friends,

In 1964 I had the opportunity to move with my family to Brussels, Belgium. My father was a math professor on sabbatical to teach and write textbooks at the University of Brussels. It was my eighth grade year and I did not want to leave the comfort of my home in Sacramento, Calif. Adding to my discomfort was my father's decision to put his children in local public school, which meant I had to study, speak, and write in French, a little Flemish and a touch of German.

While those language skills have diminished over time, the impact of studying abroad, living in a different culture and travelling all over Europe, Great Britain, and the Middle East are memories I will never forget. That year not only expanded how I viewed the world, but how I viewed my friends, community and homeland. It also encouraged me to travel more, visit new and different places and welcome the opportunity to make new friends.

In this issue, we share the global experiences of our students, faculty, staff and alumni. Whether studying abroad, traveling, attending Western as an international student, or coming here as a visiting faculty member – this issue of the WOU Magazine proves that our campus has grown into a very “international” and diverse community. It will take you on a journey to the exotic and exciting locations that many of us dream of one day visiting. You’ll learn about a group of current students who spend their limited “free” time and tireless energy to help those in need by traveling to Africa and Costa Rica for community service projects.

You’ll also read about an alumnus who left Nigeria during the turbulent time of the 1960s to become a teacher, and reached that goal at Western. You’ll learn about a visiting art professor from Japan and his impact on our campus – and the impact we’ve had on him. You may even be surprised to read the travel diary of one of our vice presidents who is working with students on a Semester at Sea program, shaping their international experience; which for many is their first time abroad.

I loved my time traveling abroad, and it is wonderful to work on a campus that is rich with opportunities to learn and engage with people from around the world. Western Oregon University takes pride in our growing international student population, which now includes more than 300 students. Differing languages, cultures and communities allow us all to continue learning more about our world; and more about ourselves.

I hope you enjoy reading these stories as much as we have enjoyed collecting them. This university is a gem in the Oregon University System, with impact and outreach well beyond our local landscape.

As you travel, I hope you will plan a return trip to campus. Western Oregon University continues to thrive because of your involvement.

Sincerely,



Paul Moredock, vice president
University Advancement



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WOU Foundation giving program builds confidence with investors and local community

During these uncertain economic times, philanthropy can be a difficult consideration for many who are fearful of the current investment market. The WOU Foundation has developed a solution to ease the minds of donors wanting to make an endowed gift and ensure the stability of any donations with the new Gift with Confidence program. This program will also strengthen ties and build confidence within the local community by investing in local financial institutions.

Gift with Confidence fights the affects of market swings, on top of WOU's disciplined investment strategy and strict investment policy. This program allows donors to invest their donation into tiered CD investments. All endowment gifts have a minimum donation value of \$15,000 and go directly into the WOU Foundation, providing the entire tax deduction at the time of the gift.

"This program offers our new donors peace of mind. [It] offers them confidence that their donation will not diminish in this unsettled economic environment. It also allows us to show our appreciation to local credit unions and banks by investing with them, as they have always stepped up to support this university in the past," said Paul Moredock, vice president for University Advancement.

The donor can choose between one of two different investment strategies, both are invested in local financial institutions, which will enable the donation to receive the benefit of the market swings over the course of the next twelve months, and dollar-cost-average over that period.

Ron DeVolder '68, strongly supports the new program. "As a donor and Western alum, I want to know my gifts won't be washed downstream in the present market. This program gives me the comfort to know that won't happen. It also uses my donations to help local financial institutions who have been staunch supporters of the university, keeping my money local."

Two WOU alums honored by state financial aid organization

Western Oregon University alums Ryan West '01, also the current associate director of financial aid, and Jennifer Knight '94, former counselor in the Financial Aid Office, were honored with the Unsung Hero award from the Oregon Association of Student Financial Aid Administrators (OASFAA).



Ryan West

After receiving his bachelor's degree, West was hired as a financial aid counselor and moved up to his current position. West participates in Financial Aid Nights with area high schools, has taught a Freshmen Year Experience Class presented during New Student Week, coordinated Western Oregon University's first ever College Night in Oregon, and has served on countless committees and boards. It's important to West to stay on top of software and technological

advances in financial aid, and he has taken a lead role in understanding the new Federal TEACH Grant.

According to West, the benefits of belonging to this professional association are "sharing ideas and working with colleagues to find the best ways to serve students and provide access to college within the complex system of financial aid."

Knight, currently the client relations manager at Edfund, has been a financial aid professional since 1995 when she began her career as a financial aid office specialist at WOU and was promoted to a financial aid counselor only two years later. In 2001 she joined Edfund as a financial aid training specialist and began her current role about four years ago.

She has been involved with supporting school financial aid staff through numerous training workshop presentations on financial aid, financial literacy and professional development throughout her career. She has also helped OASFAA by assisting with committee work, served as committee chair for the summer drive-in workshops, and served as both moderator and presenter at conference sessions.

OASFAA fosters and promotes the professional preparation, effectiveness, recognition, and association of administrators and counselors of student financial aid in educational institutions beyond high school and individuals in public or private agencies or organizations concerned with student financial aid.



Mark Gonzales, senior, social science

"As a result of this experience, I feel empowered. This realization of empowerment is not only derived from my passion for people and basic human rights but is it greatly elevated because of my nationality. As an American, I feel uplifted and challenged to do what I can to impact the world in the most efficient way possible."

Annual scholarship dinner recognizes donors and their student recipients

Students, faculty and scholarship donors filled the Pacific Room in the Werner Center during Western's annual scholarship "thank you" dinner. Student scholarship recipients had the opportunity to meet and visit with the people who so generously give their financial support.



Ed Stineff with students Lacey Hightower (left) and Elizabeth Shook



Jean and Jim Smith with their scholarship recipient, Cori Young



Emeritus professor Lou Balmer, with his wife, Darlene, and Rachael Grier, Michelle Hammond, Zachary Hammond, Ashley Patterson and Brittany Humphrey

Spanish professor receives international recognition

Western Oregon University is fortunate to have faculty who produces outstanding work. One such faculty member who consistently receives recognition for quality is Spanish professor Eduardo González-Viaña, Ph.D., who has been nominated for the 2009 Impac Dublin prize for his novel *Dante's Ballad*. This is the English translation of his award-winning novel *El Corrido de Dante*, both books have been published by Arte Público Press, and translated by Susan Giersbach-Rascón.

This prestigious award carries a purse of €100,000 (\$146,665 U.S.), which is the most valuable award available for a single work of fiction published in English. Nominations are put forth by 157 libraries in 117 cities and 41 countries worldwide, and are drawn from any

fiction published in English, including translations. González-Viaña is in esteemed company, with other authors such as Khaled Hosseini, Michael Ondaatje, Ian McEwan, Don DeLillo and Annie Dillard.

The shortlist was announced in early April and the winning novel will be revealed on June 11, 2009. The Impac Dublin Prize is now in its 14th year, and previous winners include Orhan Pamuk, Michel Houellebecq and Javier Marías. Last year the prize went to Rawi Hage for *De Niro's Game*.

"I have been able to write this book and others thanks to the warm atmosphere at Western Oregon University and the complicity of Todd Hall where I have always been a weekend ghost," said González-Viaña.

Associate provost speaks on student retention challenges at Alaskan conference

A benefit to working in an academic setting is the opportunity to share information with leaders in the field and gather information to bring back to strengthen one's own institution. WOU's Associate Provost David McDonald has done just that by addressing student retention as a presenter at the Western Academic Leadership Forum, held in late April in Anchorage, Alaska.

"With the economy being so distressed retaining our students is critical in helping the students, their families and our communities build a strong foundation for the future."

David McDonald, associate provost

The focus of the conference addresses the decisions academic leaders must face in this economic downturn. Student retention is a crucial component to the success of any institution and McDonald is more than qualified to speak on the matter. His presentation includes information on how WOU has improved its retention rate including the regular collection and use of assessment data, and how the university has invested in services that support the success of students such as academic advising,

financial aid and the Writing Center (see related story on page 6).

He developed and implemented programs that have strengthened retention and financial security at WOU, including the innovative Western Tuition Promise. This program guarantees and incoming freshman the same tuition rate as when they enter WOU for four years of their higher education. This

program has been a major factor in the continued climb of retention at Western.

In 2005, when McDonald joined the university, WOU's freshman to sophomore retention rate was 65 percent.

After just two years the rate rose to 73 percent.

"Student retention is a critical measure of how effective a university is in its education and support for students. It is one of the most important early measures of institutional effectiveness," said McDonald. "With the economy being so distressed retaining our students is critical in helping the students, their families and our communities build a strong foundation for the future."

Two education professors honored for outstanding achievement

Western Oregon University has long been known for its quality teacher education and preparation programs, and this remains the case today. Two professors from Western's College of Education have been honored with prestigious awards. The first is Marita Cardinal, Ph.D., professor of health and physical education, and dance, who has been named the National Dance Association's (NDA) scholar/artist award recipient for 2009.

Cardinal was recognized for her scholarly record, choreography experience, and documented in-depth study of dance. As part of the recognition, she delivered a lecture at the annual NDA convention in Florida, titled, *Wellness education for dancers: A 15-year retrospective*. A written version of the lecture is provided by the NDA and a shorter version will be published in the *Journal of Physical Education, Recreation, and Dance*.



Marita Cardinal, with her husband, Brad

Since the age of five, Cardinal has wanted to dance. While in college to study dance, she saw students exposed to extreme requirements of college-level dance such as injurious body positions and movements and unhealthy practices. She designed a dance wellness curricular model for her doctoral dissertation at Temple University and has spent her career bridging the relationship between dance, health and wellness, and physical education.

The second faculty member, Rachel Harrington, Ph.D., has been selected as the Association of Mathematics Teacher Education's National Technology Leadership Integration Fellow for 2009. She received the award based on her presentation titled, "Using the ideas of pre-service teachers to understand technology specific pedagogy," at the recent Association of Mathematics Teacher Educators Conference. This fellowship is awarded to four subject

areas across teacher education, and Harrington received the one designated for mathematics education.

In addition to receiving the award, she has been invited to submit a paper to "Contemporary Issues in Technology and Teacher Education" and to present her talk at the Society for Information Technology and Teacher Education Conference in South Carolina. Through a grant from Texas Instruments, all of

her conference costs were paid.

Harrington joined WOU in the fall of 2008 after completing her doctorate in mathematics education at Oregon State University. She grew up in a fishing village in Southeast Alaska before moving away to attend college where she majored in mathematics education and taught high school mathematics in Bellingham, Wash., for five years.

New Student Week scores high with students

Each September WOU holds New Student Week, featuring workshops, activities and resource fairs designed to help new students become oriented to and comfortable with campus before classes begin. In fall 2008, new freshmen and transfer students were given a survey to rate their experience and WOU scored well above the national average.

About 20,000 students nationwide have been surveyed about their respective college student orientation programs, and 385 WOU students were surveyed. Across the board on topics included in the survey, WOU scored above average relative to the national average. "We want to set students up to be successful at WOU," said Jon Tucker, director of Werner University Center, Student Leadership & Activities.

The most important component to a student orientation program is to make students feel like WOU is their home away from home and to help them build connections on campus. There are more than 180 separate events and programs within New Student Week and orientation covers topics like dating, campus

life, academics, health and alcohol.

Western's New Student Week spans eight days between move-in and the start of classes. A majority of colleges have a two- or three-day orientation program. The survey showed that most WOU students felt that length of time was just right to orient themselves to campus. Tucker believes the week-long orientation is a good fit for WOU because of the high numbers of first-generation students.

WOU's New Student Week scored high on connecting students to resources, helping students adjust to college and student academic involvement. On a national average, about 50 percent of students met people at orientation that they were still friends with at the time of the survey. About 70 percent of Western students surveyed are still friends with those they met at orientation.

Nearly 90 percent of students surveyed said that if they could start over again, they would still come to Western. "This helps us show that what we do is meaningful and valuable to our students," said Tucker.

WOU dance professor Darryl Thomas performed in Mexico during fall quarter. Drawings of some of the costumes for the performance of *Arachnid* (pictured at right), were created specifically for the version that Thomas re-staged for Danza Contemporánea Universitaria, a modern dance company based at Universidad Nacional Autónoma. "This is their largest and most prestigious university," Thomas said. "It's been called the 'Harvard' of Mexico."



WOU adds specialized staff to support international and Latino students

Assimilating into university life is a challenging task for most students. Remember trying to navigate the campus to find necessities like coffee, computer labs and candy? Then there's the inevitable academic plunge into projects, presentations and papers. It's enough to overwhelm anyone. Now imagine facing those same challenges as an international or Latino student whose first language is not English. Successfully locating a vending machine is one thing, but successfully identifying and understanding American academic expectations is another challenge altogether. Fortunately, Western is dedicated to supporting academic success for everyone.

"We are absolutely on the leading edge in terms of reaching and supporting international and Latino students in Oregon," said Associate Provost David McDonald.

Western's progressive effort is evident in the Writing Center, a campus resource designed to promote the development and success of college writers. The staff consists of faculty, professional staff, and peer tutors from across the curriculum, and now the addition of specialized staff members Heidi Coley and Jennifer Morris is setting a new standard of academic support for international- and Spanish-speaking students. Through one-on-one writing tutoring, faculty consultations, writing workshops and ongoing research, the staff of WOU's Writing Center intends to create a new model for the Oregon University System.

Heidi Coley, English writing specialist for Spanish speakers

Heidi Coley earned an undergraduate degree from George Fox University in Spanish and communications and a master's degree from Portland State University in teaching English. Her professional experience includes teaching in Portland Community College's multicultural academic program and working at Newberg High School as an ESL assistant. Coley intends to recruit and train Spanish-speaking students with excellent writing skills to become Writing Center bilingual tutors.

On the challenges of mastering a

language, Coley commented, "What a lot of people don't realize is that there are two extremely time-consuming stages. The first language level takes at least three to five years to learn and requires the ability to interact socially with people. Four to seven years after this, you can expect students to be able to read, write and think critically in the language. Sadly, this information is not common knowledge, and our Latino students have suffered because of it. When you meet a person from Latin America who is an excellent English speaker, don't assume that he/she is also an excellent reader and writer. The results of such an assumption by educators can be tragic, but absolutely avoidable."

Coley's role as the English writing specialist for Spanish speakers is to keep current with the academic research regarding literacy, and to implement what works so that "...we give our students the tools to succeed in their education and beyond."

Adriana de La Cruz, a freshman from Independence, Ore. says, "Being Latina makes it a bit difficult to understand the language of writing, but I am willing to learn it all if that is what it takes to succeed in my papers for the rest of my years in this university. Heidi is an amazing person! She has helped me in many ways. It is a wonderful feeling knowing that I actually understand what possessive nouns are! She taught my diversity class second semester, I got to know her well and she refreshed my mind with many writing techniques."

Coley is also involved in a workshop to promote success on the California Basic Education Skills Test (CBEST), which is a test required for teacher licensure in the



Senior communications major Lisa Wilson met with WOU's newest Writing Center tutors, Jennifer Morris (center) and Heidi Coley.

state of Oregon. Working in collaboration with the Bilingual Teaching Initiative, this math, reading and writing workshop gives education majors the opportunity to develop their test-taking strategies in all three components of the CBEST.

Jennifer Morris, international writing specialist

Jennifer Morris received an undergraduate degree from University of California Santa Cruz in psychology and earned her master's degree in applied linguistics and TESOL (Teachers of English to Speakers of Other Languages) from the University of Leicester in England. She has taught English conversation and composition in Taiwan and Japan and traveled extensively to other countries including Southeast Asia and Australia.

Morris has also worked as a rater for the writing portion of the Test of English as a Foreign Language (TOEFL) for three years, evaluating the proficiency of non-native students in using academic English at the college level. Her aim is to become an indispensable link in writing skills between students and faculty.

Morris' education and experience

with many cultures has given her an understanding of the different structures of other languages and how those differences create specific linguistic challenges for international students. She helps identify and explain common issues in the English language and provides worksheets that serve as a resource for future reference, stating that, "We want students to become confident and self-reliant."

International student Emiko Hori, a junior political science major from Japan, is grateful for Morris' assistance. "Jennifer recognizes that international students are educated and intellectual, just in need of support with their English," she said. "Without Jennifer's support, my papers wouldn't be as professional as I'd like them to be."

With over 300 international students to serve, Morris' first goal was to let the students and faculty know that she exists. Both Coley and Morris make a point of attending classes, clubs and gatherings of international and Latino students to become a familiar presence and promote their specialty writing assistance programs. Morris believes that, "Providing individual tutoring and creating workshops to enhance the writing skills of international students is vital as these students learn to navigate American academic life."

Morris finds that these students have many challenges not only in learning course content, but also in deciphering the nuances of social interaction in a foreign country. "Writing in English is usually the last skill in which these students find mastery as it is more than mere translation; it is a multi-layered process. Acting as a liaison between faculty and international students to help them understand the facets of writing in English as a foreign language is incredibly rewarding."

Because international students are heavily concentrated in business, Morris developed a partnership between the business faculty and the Writing Center, beginning with a supplemental writing lab offered in conjunction with the Business Marketing BA310 class. The lab is specific to the business course content, including assignment support, discipline-specific vocabulary and grammar refinement for writing papers.

"I love the vision that the BA310W pilot program will succeed and be incorporated into other disciplines having high enrollments of international students. Pairing a writing lab with a required course not only removes a heavy tutoring burden on the professor, but allows international students to develop writing skills in a non-intimidating environment that is also focused on helping students understand the discipline-specific written requirements for the

course," said Kristina D. Frankenberger, Ph.D., professor of marketing.

Building on WOU's history for making a college education accessible for all, while preparing for the diversity of the twenty-first century, Western is evolving with the purpose of creating an academic environment that promotes the success of every student, reaching out to the local community and well beyond.

— Lisa Wilson

In-service and pre-service teachers gain cultural training in Mexico

By Karie Mize, assistant professor of ESOL/Bilingual Education

Last summer, I taught a course designed for pre-service and in-service teachers in Morelia, Mexico. As a teacher educator, I was excited for the eight participants because studying abroad has been an important facet of my personal and professional growth.

Spending time in Latin American countries helped me to understand how being an effective bilingual teacher for Latino students was more than being able to speak Spanish because cultural perspectives are inextricably intertwined with language. The participants spoke of how the study abroad experience will help them work more effectively with their students who are diverse in terms of culture, language background, and immigrant experience.

Students simultaneously enrolled in a Spanish course and were living with a host family, facilitating their second language acquisition. In addition to "learning" the language through classes that focus on syntax and vocabulary, they were simultaneously "acquiring" Spanish by having opportunities to practice in meaningful settings.

It seems from students' reflections that they anticipated growth in their knowledge about Mexican traditions and their ability to speak Spanish, but they weren't fully prepared for the personal insights and process of self-transformation.

During the last week of class, two students announced their intention to return the following year to teach in a local school. After the class ended, another stu-



dent who recently graduated with her teaching credential, Adair Wolf '08, accepted a job as a pre-school teacher in Morelia.

In addition to working in the pre-school, she will continue to take Spanish language classes in the afternoon and live with her host family. She wrote: "This has been the most amazing experience I have ever had... Not only have I had the chance to further pursue my dream of becoming bilingual, but I have also had the opportunity to broaden my horizons in another culture, another place, another way of life."

Anthropology professor researches migration issues in Africa

For many faculty members who conduct field research, they are working in locations and with people they have little experience with outside of their academic pursuits. It is a desire to explore the unknown. But for some, the goal of their research is the search for improving the way of life in communities with which they

"It's hard to know where things will take you, because new avenues to explore arise unexpectedly. My plan is to see how far I can grow as a scholar, researcher and teacher."

Isidore Lobnibe

are personally familiar. Isidore Lobnibe is one such researcher. He joined WOU in 2007 as a cultural anthropology professor and conducts his field research in his home country of Ghana.

Broadly, his research looks at migration, the mobility of people, changing social structure in Ghana, and African-American relations with Africa. But specifically, one major facet of his research is concerns Ghana's social organization, namely examining migration from one rural ecological zone to another. He wants to know how families and communities are impacted by husbands and fathers leaving to pursue job opportunities in other communities. Lobnibe also looks at the plight of those wives and mothers who are left behind. The British Colonial Administration designed policies allow for job relocation, and he wants to know more about how this system has been changing.

Another component of his research examines development issues as they relate to state policies. He looks at how development in Ghana can be explained and the history that influenced past inequalities.

A recent interest includes looking at prisons as an indication of a transition from a purely agrarian society to one now contending with the Western institution of prison. Lobnibe is

teaming with Vivian Amantana, an assistant professor in the Criminal Justice Department, in the latter avenue of research.

Lobnibe's interest in this research stems from his life experience in a labor-producing region of northern Ghana. During his childhood, many men and their families left the region for jobs elsewhere in the country. "Without my education, I might be in their place today. Their story is my story," said Lobnibe. He personally knows some of the informants

States, he feels like he is "straddling two worlds." He earned his bachelor's at University of Cape Coast in Ghana, then earned his master's and doctorate in anthropology from the University of Illinois at Urbana-Champaign.

Lobnibe hopes to see a study abroad program between Western and Ghana in the future. "The world has become a global village," he said. He believes that studying abroad is a key component to a good education and that he would like to see more students taking advantage of those opportunities. "Our students need



Lobnibe stands on a groundnut and maize farm; and catches a boat with some of his informants.

he works with when conducting field research.

He hopes his research will have an impact on Ghanaian policy. "First and foremost I hope my research generates an understanding of rural people and their experiences. If some things are brought to light, then the state is responsible to revise its policies."

Lobnibe finds it interesting to watch what is happening in Ghana. Having grown up there but completing his advanced education in the United

to be aware of what is happening in the world."

Lobnibe currently has a book under consideration, an accepted journal article, another in press and several that have been published in the past few years. He plans to continue expanding his research, saying that: "It's hard to know where things will take you, because new avenues to explore arise unexpectedly. My plan is to see how far I can grow as a scholar, researcher and teacher."

Chile

Mayra Colin-Carrillo senior, social science

"My internship in a rural community in Chile has been one of the best experiences in my life. In the short time I was there, I built friendships with people, adolescents and children whom I will never forget. They all made an important impact in my life without even knowing they did. I want to master the skills my co-workers in Chile have because I want to work with children and/or adolescents with the same passion they did."

Where in the world did they go?

Western's Model UN delegates attend conference in The Hague, Netherlands

Seven students had the experience of a lifetime in March. They attended an international Model United Nations conference in The Hague, Netherlands for WorldMUN.

WOU's Model UN delegation has been active over several decades, one of the most active clubs on campus, and consistently travels to conferences each year, however, international conferences are not a common occurrence. Previous international conferences that have been attended by Western students have been in places like Siberia and Scotland.

Christina Palmrose, a Model UN member, enjoyed her experience: "The world is smaller than you realize, and we are all just the same, striving for the same goals: happiness, peace, prosperity."

At WorldMUN the students represented Uganda in the committee hearings, which simulate how the actual United Nations operates. Each student is assigned a committee that represents a real United Nations committee. WOU delegates carefully researched Uganda's policies to best represent what Uganda would have done when faced with certain issues to discuss, such as water scarcity and illegal immigration. Within the committees, the students then write resolutions.

Member Melissa Lee said, "Sometimes it's extremely difficult, especially if you don't agree with that particular country's policy, yet you have to fight for it still." She added that, "I love the Model United Nations because it provides a new perspective on the world and forces an individual to open his or her mind."

Over 2,500 delegates were at WorldMUN, representing 53 countries. With this many delegates, each committee contained several hundred people so it was difficult for the students to get a lot of speaking opportunities. But the smaller conferences that WOU frequently attends provides much more opportunity in that regard.

"WorldMUN is as much about international travel and experience

as it is about academics. It's a huge conference. We attend the Model UN of Far West conference in San Francisco each year, which gives the students much more opportunity to participate," said Model UN adviser and political science professor Mary Pettenger. "I like Model UN as an instructor because the students gain experience in research, public speaking, thinking on their feet and negotiating."

Students received a particularly special experience at this WorldMUN conference because of its location. On one side of the conference building was the International Criminal Tribunal for Yugoslavia, and on the other side was the Organization for the Prohibition of Chemical Weapons. The week after the conference, the UN Conference on Afghanistan took place in the rooms where the students had just been.

In addition to debating issues and drafting resolutions, the students heard from various representatives from Non-Government Organizations (NGOs),

"Through MUN conferences WOU students learn to understand the different ways people approach problems. They often come to respect these differences, while learning much more about their own perspective on the world."

Mary Pettenger, political science professor and WOU Model UN adviser

diplomats and international relations professionals, and they got to go on excursions around the area. Pettenger appreciated how student-focused the conference was, as demonstrated by the fact they didn't have chairs for advisers in the committee rooms.

According to Pettenger, these conferences are important to Western students because many of the students involved in Model UN have had few chances to travel outside of Oregon. They get opportunities to see a new country, and in some cases, the world. They also learn to expand their thinking to include global issues and solutions.

"I strongly support MUN because the club is open to students of all political stances. Through MUN conferences WOU students learn to



Photos: Placards are raised by committee members during voting; and (l-r) Western students Emiko Hori, Michael Maeda, Brandon Harris, Christina Palmrose and Melissa Lee. Not pictured: Jeff Sawyer and Max Beach.

understand the different ways people approach problems. They often come to respect these differences, while learning much more about their own perspective on the world," Pettenger said, adding that MUN alumni have continued to be very active beyond college; such as going to graduate school, joining the Peace Corps or serving as an Air Force military intelligence officer.

The benefits to this organization are limitless. In addition to the improved research and public speaking skills, students in Western's Model UN club have an opportunity to receive a \$600 scholarship.

For anyone who is interested in learning more about Model UN, expressing how Model UN helped you, or to donate to the scholarship fund, please contact Mary Pettenger at 503-838-8301 or e-mail at pettengm@wou.edu.

—lc

—Erin Huggins, Western Oregon Journal

Students across campus demonstrate academic achievement during the Academic Excellence Showcase

Each May, students and faculty across all disciplines at Western Oregon University gather together to acknowledge the academic research of the students for the Academic Excellence Showcase.

May 28, 2009 is dedicated to the presentation of original research papers, projects, artwork, performances, and upper-division course projects, presentations and papers. Many faculty members reassign class in lieu of requiring students to attend their peers' presentations.

This major campus event requires the dedication and involvement from all disciplines on campus. Many faculty members serve as session chairs for their academic disciplines and must organize the student submissions from their respective areas. More volunteers are required to coordinate the day of the showcase, ensuring that students know where they need to be and that any community or campus members have information they need.

"There is no better way to demonstrate the value of a Western Oregon University education than through the work of our students. Through this year's Academic Excellence Showcase, we are demonstrating that undergraduate scholarship and creativity are distinguishing characteristics of our university."

John Minahan, president

Students who choose to participate in the Academic Excellence Showcase gain more than public speaking experience. They gain practice in preparing an academic presentation, for many must carefully plan out their research strategies and implement them. The students must write an abstract, which is vital skill in many fields. They also receive important experience for their résumés and curriculum vitae.

Psychology professor and integral member of the event's organizing team, Robert Winningham, Ph.D., said, "The Academic Excellence Showcase is a great opportunity for students to gain experience presenting their best work to a diverse audience. As a faculty

member it is very rewarding to watch your students develop into scholars."

This event also provides an opportunity for the community and other students to gain exposure into fields and areas of research they may not have previously been aware of. Presentations come from such disciplines as the creative arts, humanities, education, social sciences, psychology, natural sciences and more.

"There is no better way to demonstrate the value of a Western Oregon University education than through the work of our students," said WOU President John Minahan. "Through this year's Academic Excellence Showcase, we are demonstrating that undergraduate scholarship and creativity are distinguishing characteristics of our university."

In the past, topics have ranged from serious issues such as the diminishing water resources in the Klamath Basin and accuracy of age estimation in court,

to light-hearted presentations on candy sharing and math, as well as readings of original poetry.

WOU's vocal and instrumental groups such as the Chamber Singers and jazz orchestra have held

performances. There have been sword fighting demonstrations, displays of the many theatrical make-up uses, and a scale model of an Italian Renaissance pole-and-chariot scene change system.

Memory and aging has been a consistent topic of academic exploration through these events from year-to-year. Psychology students have addressed this increasing worry among the adult population, which is increasingly important with the prevalence of diseases such as Alzheimer's and dementia.

Students have explored research suggesting that cognitive exercises can help delay or prevent dementia. Previous psychological research that has covered topics such as the affect of scent

on mood and how appearance can play a role in the outcome of trials.

A large number of presentations have centered on health and physical education. Students have tackled serious and important topics such as coping with cancer and diabetes, affects of obesity in children and adults, prevention of fetal alcohol syndrome, and domestic violence.

Academic Excellence Showcase Thursday, May 28, 2009

The Natural Sciences and Mathematics Division has students conducting important research on environmental matters, including the danger of volcanoes in the Pacific Northwest and diminishing water resources in the Klamath Basin of northern California and southern Oregon.

Within the latter issue, students are addressing complex issues of how to accommodate water needs, affects on endangered species, related government issues, irrigated agriculture, and rapid population growth. They are also looking at how to balance the wishes of salmon fisheries, Native American rights, hydroelectric power generation and federal water allocation.

Students studying teacher education have shared their experiences in the classroom and interesting, new ways to improve classroom leadership and learning. Also, students of the social sciences have looked at cultural issues such as problems at the U.S.-Mexico border.

"Students who are at an earlier stage of their academic careers often learn about the opportunities that are available to them if they apply themselves," said Winningham. "Undeclared students often gain valuable information and insight about various majors, which can influence their course of study."

For more information, please visit the Web site: www.wou.edu/events/academic_excellence.

Junior Erin Huggins combines passion for journalism and German into internship opportunity abroad

Laughter, clinking glassware, and the German language filled the table at our weekly *Stammtisch* meeting. I had just finished a conversation when Frau Stahman leaned over and asked me what subject I was studying for a major.

"English," I replied. "German's my minor."

Seeking further clarification, she asked whether or not I was interested in doing journalism with that degree. When I told her that yes, in fact, I was interested in journalism and actually work as the news editor for the *Western Oregon Journal*, her eyes lit up, and she exclaimed, "You know, I received an e-mail about a program that seems like it would be a perfect fit for you..."

After reading that e-mail and looking up the DAAD Web site, I was convinced that she was right—11 weeks in Germany and a journalism internship would form the perfect combination of my two greatest interests: German and journalism.

Four months later, following endless hours of practicing German and a whirlwind trip to New York right before winter term finals to interview with the DAAD, I'm getting ready to head to Berlin this summer for an intensive, 11-week study abroad/internship program geared towards aspiring journalists.

Starting June 8, I'll be enrolled in classes *auf Deutsch* at Freie Universität Berlin, where I'll learn about the German media scene, politics, and recent history. Six weeks later, I'll be working as an intern for an online



Western Oregon Journal news editor, Erin Huggins, and the WOJ staff spend each Monday night "burning the midnight oil" to meet the production schedule for the school's newspaper.

magazine, newspaper, or PR firm in Berlin. Naturally, my stories will also be written in German.

In some ways, this summer is the fulfillment of long-awaited dreams. I first fell in love with the German language in eighth grade, while spending lunches and breaks in one of my favorite teacher's classrooms, soaking up bits and pieces of language instruction. Since then, I've taken classes in high school and the last two-and-a-half years of college in attempts to iron out grammatical errors, develop my vocabulary, and perfect my pronunciation.

Practically, I'm hoping to drastically improve my language this summer as well as gain journalistic experience that I can bring back to the *Journal* next year. While German has been sending its roots into my being for the last eight years, the journalism aspect is a

relatively new passion. However, after the first interview I conducted during my freshman year of college, I knew I was hooked. Imagine a job that pays you to talk to people and write their stories!

Completing this internship in Berlin will serve to widen my journalistic environment. Learning to critically evaluate current events from another culture's viewpoint will allow me to broaden my perspective in order to gain a better understanding of the art of journalism and its connection to global relations.

Certainly, my future will include writing and interacting with people. I love learning new information and sparking conversations through written material, especially by way of print media. Traveling to and working in Berlin will help me gain journalism experience but will also allow me to deepen my understanding of the international relationships between Germany and the U.S.

After I graduate from Western in spring 2010, who knows? I'm excited to see what the summer holds and what doors open, both with German and with journalism. Eight more weeks: the countdown's officially begun!

— Erin Huggins

Participating in study abroad or international internship programs is one of the best things students can do for themselves personally, academically, and professionally. WOU has many approved programs where students can use most forms of financial aid, remain WOU students, earn WOU credit, and continue to fulfill requirements for their degrees.

When a student like Erin finds a non-WOU program that better fulfills her needs, financial aid won't apply, but the Office of Study Abroad and International Exchanges will work with such students to facilitate transfer of credits, show students how to purchase the OUS-required medical and emergency insurance, and sign all of the necessary paperwork to make sure the program and the credits will work for students when they return to campus.

— Michele V. Price, director, Study Abroad and International Exchanges

20 students from the U.S. and Canada were selected for this program. Erin will receive travel and monthly stipends to cover the majority of her expenses.

Alternative Break students focus on fundraising efforts for service-learning opportunities abroad

An incredible group of students exists at Western. And among all of WOU's outstanding students, there are those who go beyond even the expected. They spend their breaks from school helping out other communities; and dedicate their time during the terms raising money for these efforts. The students who participate in Alternative Break are truly making a difference in the world.

This year alone Alternative Break students will travel nearly 20,000 miles to destinations such as Denver, San Diego, Houston, and even the international locales of Costa Rica and Cape Verde in Africa. The purposes of the trips are to assist victims of Hurricane Ike, help homeless youth, aiding underdeveloped communities, supporting food banks, and working to save the endangered Leatherback sea turtles.

"The trips are very eye-opening," said Tina Trinh '08, community partner liaison through Americorps*VISTA and coordinator of the Alternative Break program, and also a past participant while she was a student at WOU. "A lot of times we're, as students, so stuck into going to class that we don't see much outside of campus."

These trips have dramatic impacts on the students' lives. They see the world differently and learn to appreciate, and not take for granted, what they do have, particularly with the international trips. Not only do the students get to experience problems that others face with a different lifestyle, they get to experience an entirely different culture. "Once you hear someone's story – it invokes a passion; then you want to go home and help people in your own community who are going through the same things," said Trinh.

Although these trips have clear benefits to communities and the students, it takes a lot of work to make them happen – both organizationally and financially. Each trip has student leaders who organize the trip, work with the local organization or individuals that

the students will be helping, and get the student team prepared. There are faculty and staff advisers, but their main role is to let the students lead and support them when needed.

The financial demands of Alternative Break are the biggest challenge for the students. They fundraise all of the travel expenses themselves and the costs are kept as a team amount, they don't look at what each individual has to raise.

The trips to Costa Rica and Africa this summer are the most expensive. There are eight students and two advisers going to Africa, and 10 students

"Once you hear someone's story – it invokes a passion; then you want to go home and help people in your own community who are going through the same things,"

Tina Trinh '08

with two advisers going to Costa Rica. The budget for the Africa trip is about \$27,000 and the budget for Costa Rica is about \$15,000.

Anyone who has been on campus in recent years has likely seen Alternative Break fundraising efforts from bake sales, to selling Krispy Kreme donuts to holding midnight movie showings at Independence Cinema. Now, armed with several years of experience, the students have learned which fundraisers are most effective.

They are moving away from bake sales, which require a large amount of time and energy but are not as lucrative as letter campaigns. They plan to focus on letter writing, appealing first to their friends and family, and then to commu-


nity members and businesses. Currently, more than 50 percent of their fundraising efforts have come from letter writing campaigns.

Africa

The Africa team still has about \$17,000 to raise by June. Most of the money to date has been raised by their letter campaign. According to Maria Acosta, a student leader for the trip, they have also held a talent show, a concert benefit, car washes, pop-can drives and midnight movies.

Acosta believes this is the trip and opportunity of a lifetime, for WOU students and the children of Cape Verde. She first went on an Alternative Break trip four years ago to New Orleans to help with Hurricane Katrina damage. She wanted an opportunity to make a positive difference in other people's lives. "I know what it feels like to be grateful for other people's assistance, and I wanted the chance to give back." She returned to New Orleans the next year to do more mucking and gutting and help rebuild homes. Her third year with Alternative Break she decided to stay local and led a team who implemented a free spring break camp for 30 children in the Monmouth/Independence area.

The upcoming trip to Africa holds a special place in their hearts. The family of one of the trip advisers and director of the Student Health and Counseling Center, Luis Rosa, is from the Cape Verdean islands. He was an adviser on one of the New Orleans trips that Acosta participated in and she was inspired by the stories he told.



"A picture is worth 1000 words, but my time studying abroad will last a lifetime. I was able to experience things that I had always dreamed of; while expanding my mind to the endless possibilities that the world has to offer. Being abroad has been an unbelievable experience that has shined light to life outside of America; giving me a new outlook on not only the United States, but also the world."

John Gregory, junior, business

Costa Rica

The Costa Rica team still has about \$9,000 to raise for their trip. In addition to a letter writing campaign, they have also partnered with Independence Cinema, held a float-in night at the Wolverton Pool, collected bottles and cans from the triathlon in April. They will soon offer babysitting services to faculty and staff for one weekend a month.

It's important to look to resources off campus for help, according to Stacey Walen, one of the Costa Rica student leaders. "We're reaching out to the community. On campus we are consistently fundraising, but we are slowly exhaust-

Protecting sea turtles in Costa Rica: La Tortuga Feliz

Poachers, fishing nets, pollution and other threats



are the cause of an alarming decline in turtles being born on the beaches of Central America. In particular the Costa Rican coastline is in danger, for it has no protection whatsoever. The local inhabitants generate income by cooperating in the project; they patrol the beach together with the volunteers and act as tour guides for eco tourists and assist with various agricultural activities. By helping to generate an income for the locals, the students work with the project volunteers to help limit the practice of poaching turtles. La Tortuga Feliz seeks to establish an safe environment for the turtles.

ing our resources by asking students to come to all of our events over and over."

Samantha Goodwin, another Costa Rica student leader, hopes they will be able to develop partnerships with local businesses and do joint fundraisers with the Africa team. She first learned about Alternative Break at a Preview Day when she came and visited campus. Goodwin had volunteered throughout high school and wanted to continue that in college. Last year she traveled to San Diego on her first Alternative Break experience where they worked with a homeless teen shelter in the heart of the city.

"Most of the kids who were in the shelter had been exploited, abused, abandoned, and lost hope, but getting to work with them was incredible! There

César Chávez Leadership Institute



photo by Edgar Rosales

About 1,400 Latino student leaders met at WOU as part of the Cesar Chavez Leadership Institute - and filled the gym in the new P.E. Building. This is the third consecutive year that Western has received the \$25,000 grant from the ECMC Foundation to host this conference.

are no words to describe the feelings that I felt when one of the kids asked if the team was coming back tomorrow (and this was on the second day) with a look of nothing, but desire and admiration," said Goodwin. "Thinking about it today still makes my heart sing with joy. Our few days with them meant more than I could ever imagine. The trip was incredible! It was one of the most moving and touching experiences of my life."

In Costa Rica, the students will be working with the La Tortuga Feliz (the happy turtle) Turtle Conservation Group. They will clean beaches and move the debris that washes ashore. They also plan to patrol the beaches at night, tag nests, guard hatcheries and help with agricultural activities. Goodwin specifically chose this trip because she is interested in turtles and she hasn't had conservation experience before.

Acosta hopes that WOU alumni will be able to help support the trip. "We will make connections that will last a lifetime and hopefully, inspire and give hope to the children who have to live an environment that they did not create themselves," said Acosta. "They need our support just like we need yours. If you've ever been on the other side of the river you know how desperate these children can get. They need our love and care, so please, give us the opportunity to reach these children. Allow us to be the ambassadors of this great school,

please give anything you can because every little bit counts."

For those who feel that Alternative Break should stay domestic, Acosta would point out that underdeveloped countries need our help. "I feel that it's really a great opportunity for us to help all over the world and see the world through our own eyes. This huge opportunity will also better myself and my teammates by educating and strengthening our world perspectives. We will be amazing representatives for WOU and our country, and then we can come home and share what we felt, saw, and learned and hopefully continue our service adventures plus inspire more people to be more hands-on in the service project realm."

Trinh said the students also do a local service project before they leave for their main Alternative Break project. "It's very important to have active citizens and help provide an opportunity for students to be involved and aid their community. All of the students do a local service project as well, so they are aiding the community locally and then stepping beyond that to help the world. They get to realize that we're all connected."

For more information on Alternative Break or how to make donations to the student's trips, you can visit www.wou.edu/slcd or contact Tina Trinh. She can be reached by phone at 503-838-8716 or by e-mail at trinht@wou.edu.



EAST meets WEST

More than three years ago a visit from an international artist made a significant impact on the Western Oregon University campus.

Motohiro Kozawa first came to campus as a visiting artist from his Japanese home institution of Saitama University (WOU's sister university) in fall 2005, and a lasting friendship was formed.



Kozawa's work and lectures were so well received by faculty and students in 2005, that the process was started almost immediately to bring him back as a guest professor and artist. One Western faculty member in particular became very close with him, art professor Kim Hoffman. During Kozawa's stay, Hoffman and his son, Hawkeye, took Kozawa to the Portland Art Museum where a lifelong friendship was born.

The two stayed in contact over the next several years with Hoffman working hard to bring Kozawa back for a longer stay. He wrote a proposal for a faculty exhibition and exchange between Western Oregon University and Saitama University.

When Hoffman went to China last summer to meet with representatives of Chinese art schools, he planned ahead to visit with Kozawa. At the end of the Chinese trip Hoffman went to Japan where he visited both Kozawa and Saitama University. Shortly after, Kozawa came to Western to begin his time as a guest faculty member and artist during fall term of 2008.

While he was here he created an incredible number of pieces – 130 in total. He found that the Oregon landscape deeply inspired him and

he managed to see a lot of it during his stay. Hoffman and Kozawa visited Oregon landmarks such as Crater Lake and the Painted Hills, as well as various lakes and the Oregon coast. The Painted Hills and Heceta Head Lighthouse were two locations in particular that had an impact on Kozawa. Hoffman witnessed the evolution in his work.

"He came to America thinking he would do one thing; that his art would be more abstract, but now his images are more realistic," said Hoffman. "He changed his ideas while here and he feels that he enjoys his paintings more now."

Kozawa describes his work as a type of painting that is strongly based on his impression of nature. "In nature, we can feel all that is good. That kind of feeling is my motivation for painting. That kind of feeling is what I get from Oregon," he said. His method of painting is very quick and the feelings he wants to express are subtle, so he's driven to paint as fast as possible to capture them.

In Japan, Kozawa teaches painting to students who want to become art teachers and has done so at Saitama University for 16 years. At the beginning of his career, more

than 30 years ago, he had studied English literature. But while on that course of study he became inspired by a poet who was also a painter, so he changed his plans to become an artist.

Kozawa was taught European art styles in his youth, but he has maintained a strong connection with Japanese culture, which heavily influences his work. The Shinto religion is a driving force for him as well, emphasizing the connection with nature.

While Kozawa was on campus, he noticed many differences between the way art is taught in Japan and in America. He taught intermediate and advanced painting courses for 24 students. He appreciated how diligent they were and the strong work they did. He gave three assignments based on Japanese culture and each student expressed a strong interest in the culture.

He is the first professor to do this exchange between Saitama and Western. There are two Saitama students currently at WOU and three Saitama faculty will visit Western next fall for one week: Kozawa, a contemporary pianist and a Japanese calligrapher.

Exploring international waters

Gary Dukes, his family and the crew, faculty, staff and students of the *MV Explorer* are spending a semester at sea. The theme of this spring voyage is *Migrations: early human evolution and the odyssey that populated the planet*. Gary shares their adventures on his trip diary. Here are a few excerpts and photos of the journey so far:



First stops in Spain included churros and chocolate for breakfast and a visit to the Cathedral of Cadiz. Photos by Gary Dukes.

First few days

Jan. 16, 2009

I'm writing this as we bob in the Atlantic Ocean, two miles off the South Miami Beach Coast. We left last night around 11 p.m. out of the Port of Miami to make our short jaunt. Seems that it is cheaper for us to be anchored just off the coast as opposed to paying port fees. I think this is also helping indoctrinate many of us to ship life on the open sea and the possibility of sea sickness. So far, I'm doing okay!

Jan. 26

...I feel that I am at Hogwarts School of Witchcraft and Wizardry...we have three staircases on the ship, which span from deck two to deck seven. Students mainly use the two end staircases as the way to maneuver the ship. This reminds me so much of the winding staircase in the movie. The other aspect that makes me think of Hogwarts is the fact that we are all living together, eating together, and in some cases, in class together. It is an incredible environment.

We saw a whale today off the starboard side of the ship. Many students were drawn to the deck to watch for a while before we ended up passing it by.

España! • Feb. 2

We finally made it to España! We ported in the city of Cadiz...we docked around 7:40 a.m. I happened to be up, and was able to see the ship get tied up. It took about 45 minutes for the customs officials to come on-board and get all of the

passports stamped. Cadiz is rumored to be the oldest city in Europe. I find this interesting as when we were in Trier, Germany, they touted that city as the oldest in Europe.

It was a warm day. Temperatures were in the upper 60s with plenty of sun. It was a great day to walk around. The first thing I was surprised by was the palm trees. Cadiz has lots of palm trees.

Our first order of the day was to find churros and chocolate...the hot chocolate in Spain is very thick. After stirring your drink with a spoon, the spoon comes out with a layer of chocolate...perfect, especially for our kids! I thought we would get one churro to dip, but we ended up with about eight...each! After our nourishing breakfast of sugar, we walked around the city and toured the Catedral de Cadiz. The cathedral has a tower that is the tallest in the city. The views were spectacular. We were able to essentially see the entire city...(part of which) dated back to 45 B.C. It was pretty amazing.

Sevilla - pronounced Sa vee ya - is a great city. We caught a bus out of Cadiz and it took about an hour and a half to make it north to Sevilla. The country ... was mainly rolling farmland. While there were some vineyards, much of the land was in crops.

We then made our way to Alcazar, which is now the home of the King and Queen of Sevilla, but has been home to many Muslim and Christian

monarchs over the years. This was a huge compound with the architecture mixed throughout depending on the ruler and what additions made at the time. Part of Alcazar reflects the Muslim influence with domes and decorations reflective of Muslim culture. Other parts of Alcazar reflected a more traditional Christian architecture that you would see for the period of time.

Did you know that 70 percent of the buildings in Cadiz are made out of oyster shells? Since that was the most abundant item back in the day, it was used in the concrete type material they used to build the various structures. The buildings in Cadiz include modern multi floor apartments, to older two to three story apartments where they have rooftop terraces and open space. Viewing these buildings from above, you see that many families use this area for drying laundry, etc. The other interesting tidbit about Cadiz is that Christopher Columbus left from Cadiz on his second and fourth "expedition" trips.

We did tour an ancient Roman coliseum. It was built between 40 and 50 BC. It, too, was made using oyster shells. The interesting aspect was to see other newer building right up next to it. Seems it was discovered later in time.



Semester at Sea

The MV Explorer is a new passenger ship that circumnavigates the globe twice a year, exploring a different world region each summer. Complete with a student union, wireless Internet, 8000-volume library, and many of the amenities you'd find on a land-based campus, the ship functions as both a traveling university and residential home to more than 2,000 participants each year.

Gibraltar • Feb. 2

Well, our adventure has been delayed. We made it into Gibraltar around 5 a.m. We ended up anchoring on the east side of Gibraltar because there was a



storm on the west side and the seas were much rougher on the west side. Because of the storm and rough waters, the port was closed for refueling.

As the afternoon came, the weather began to clear and the port opened.

One other item to note was that we were able to get the Superbowl on-board the ship at 1 a.m. our time. I did NOT stay up to watch the game, but folks told me that initially we had poor reception on one channel and then we were able



to pick up a German satellite and the picture came in at HD quality... the game was broadcast in

German with no commercials.

Morocco • Feb. 7

We made it into Casablanca around 8 p.m. on Monday. Because it was late and it would take at least two hours for Immigration and Customs to clear the ship, we did not allow any students off of the ship until Tuesday morning. After we had most of the passports distributed, we caught a train (with what seemed about 500 other Semester at Sea folks) to Marrakech.

I'm sure many of you are familiar with the song, "Marrakech Express," by America and that was on my mind as we went on the three hour and 20 minute train ride. Already there were vast differences between Morocco and Spain.

Poverty was evident from the start. Just outside Casablanca was a shantytown type looking area where many families lived.

While the terrain was similar in many ways to that of Spain, we saw many herds of sheep, cattle and goats being tended to by usually two men. It was also interesting to see more people walking the roads and fields, in what seemed remote locations. We observed many donkey pulled carts being used by farmers.

Another aspect that was interesting was that everyone had a satellite dish. Even in the poor neighborhoods and shanty houses, you saw satellite dishes. The only thing I can think is that once you buy the dish, it is much like an antenna in the U.S. I can't imagine how people would pay a monthly fee for the service. My guess is that the TV stations are also heavily regulated in Morocco.

The next day we woke up fairly early. The first call to prayer was at 6 am. We had luckily heard three calls to prayers the day before because when this happens, it is broadcast around the area on a loudspeaker. It is like having someone almost yelling in your house.

The Indian and Atlantic Oceans meet at Cape Point. Baboons relax in the South African sunshine. Satellite dishes cover the rooftops in most Moroccan cities.



However the seas were still too rough and they were not able to get the refueling line connected to our ship. So we sat another night in Gibraltar. We were fortunate because since we were a passenger ship, we had priority for fueling. The area around Gibraltar was full of ships waiting for fuel.

continued on page 18

Neptune Day • Feb. 9

I guess there is a maritime tradition that when you pass over the equator you need to pour fish guts over your head, kiss a fish, kiss the ring of King Neptune, and bow to Queen Minerva. The truly bravehearted also shave their heads. That ritual happened onboard today. It looked very close to hazing to me, but most students at least completed the first phase of the tradition by having a concoction poured over their head, kissing a fish, kissing King Neptune's Ring, bowing to Queen Minerva and then diving into the pool. A fair amount of students also had their head shaved. About 15 women shaved their head as a part of the festivities.

Probably the best part of the program for me was King Neptune. The captain of the ship played this role and seemed to quite enjoy it. He painted his body in a bright green paint and had a huge fake diamond ring in which people had to kiss. He wore a long white fake wig and had a crown. He also had a staff. We don't officially cross the equator until tomorrow, Tuesday, Feb. 10 at around 4 p.m. I hope folks don't feel that we need to go through this all again.

Classes on the ship • Feb. 10

For the academic portion of the voyage, students take classes onboard the ship. Classes occur almost every day we are at sea. There is one class that every student takes, global studies. All faculty, staff, dependents, etc. are expected to attend global studies as well...this course usually deals with topics related to the upcoming country we will be visiting. The lectures are very interesting from geography, food, religion, exports, art, etc. This class also ties the shipboard community together since we all are in the class together. It helps solidify the living-learning approach to education that Semester at Sea promotes.

Namibia • Feb. 25

We arrived into Wavis Bay (pronounced Vall fish Bay) just before 8 a.m. on Saturday. It is a very industrial port as ore is one of the major

products of Namibia. As we made it to the port, we were greeted by a choir of girls from a local school. They were great. They danced and sang for almost an hour as students waited for the ship to clear, and then made their way off the ship. After most people had left, the choir was able to come on-board and tour the ship and have brunch. It was a nice welcome to Namibia.

Namibia is warm since it is summer here. Being near the equator, the sun is intense. We got sunburned being out only a few hours. While most people are familiar with Namibia because of Brad Pitt and Angelina Jolie, Namibia is about the size of Texas and Oklahoma combined, yet has a total population of less than Houston (2.088 million). Namibia only became a country in 1990 and Walvis Bay wasn't a part of Namibia until 1994. Unemployment here is 40 percent. The average life span of a person is only 45 years. AIDS is the number one killer. Fifty-five percent of Namibians live on \$2 a day or less.

Cape Town • Feb. 25

The Castle of Good Hope is one of the oldest buildings in the city. It was built from sandstone brought in from Robben Island, which sits just off shore. The Governor of the province used to live in this castle over many years, but now it is purely a museum. The castle's architecture resembles the Dutch influence as that was the country that occupied this part of Africa during the 17th Century when the castle was built. Dutch saw this as a much needed area to stop on their way to and from India for spices.

We also went to the South Africa Museum of Natural History. This was a great place. They showed the South African culture over some of the years, but focused more on the wildlife and animals in South Africa. They had some skeletons of whales, various stuffed animals in their wild, and a dinosaur.

The other highlight of our tour was passing by the old City Hall where Nelson Mandela spoke after

being released from prison in 1990. Many individuals we have talked with remember this day quite well and speak very fondly of the day.

We also made it out to Robben Island. This island is located a little more than 3.5 miles off shore, and was home to some 6,000 political prisoners over the years, that doesn't include the criminal prisoners. The island started as a prison in the 17th century, and also was home to lepers who were banished to the islands. While the island mainly served as a prison for criminals, it also was used to banish political activists.

There was a restaurant in the wharf called Melissa's that served hot chocolate in a mug that was lined with a thin layer of Nutella. That was some amazing hot chocolate. I'm still not convinced that it was as good as the chocolate in Spain, but it goes down as a notable competitor.



Cape Town; Table Mountain in the distance.

Mauritius • March 2

This was a quick stop for us. Mauritius is another fueling destination for ships. Unlike Dakar where we were unable to get off the ship, we were able to enjoy the island and country of Mauritius while our ship was being refueled. Mauritius is known as the Hawaii of Africa and the association is appropriate. Mauritius has huge fields of sugar cane and tropical beaches. Since we had such a short time here, we decided to go to one of the local beaches.

We had a great time. We went with a few other folks from Semester at Sea. We went to a beach which was

about 20 minutes away from Port Louis where we docked. We spent several hours swimming in the warm ocean (approximately 80 degrees), some folks snorkeled and saw great coral and fish, and laying in the sun.

Sea Olympics • March 2

It started last night with opening ceremonies and a cheer, mascot and flag competition. I'm talking about the Sea Olympics. Each voyage the floors or "seas" of the ship compete against one another for the honor to be the first group to be let off the ship when we dock in Ft. Lauderdale. It is tough competition where only grit strength and the ability to sculpt mash potatoes, complete a Sudoku or Crossword puzzle, or pass an orange down a line of people will gain you this privilege. But the challenge was made and the bar was set. Besides the events I just mentioned, there was also volleyball, dodgeball, poker, spelling bee, photo scavenger hunt, twister, hula hoop, synchronized swimming, limbo, paper boat floating, tug of war, and an M&M find.

India • March 13

We have had an incredible time in India. That is India's tourism marketing theme, "Incredible India" and it was just that. Our first day we went to the largest "slum" in India (their words) and worked at the Aandhanayagi Primary School painting blackboards and other parts of the school. This was a rewarding experience.

flower leis. The leis were incredible as they were made of small white flowers, each hand tied onto the lei. I can only imagine the time it took to make these. I saw this type of flower leis around quite a bit as our stay went on in India. We were then led through the housing area to the school. We were treated like special dignitaries the whole time. We were welcomed by the Administrator of Health, another high-level school administrator, and two other members of this project. We were given several displays of entertainment by students of the school. Then we were able to get to work.

We painted all the blackboards in the two buildings of the school. Essentially the blackboards are mainly the lower part of the walls of the school painted black. We also painted much of the blue trim of the exterior and interior part of the school. It only took our group of 25 people about two hours to complete the tasks, mainly because we ran out of paint, but we did get most of the painting completed. As we would enter the various classrooms to paint, all the children were still in there.

Every time a new person from our group would enter, all the children would yell, "Hi!" This went on every time one of us would enter. Then many of the children would want to shake our hand and ask our names. They were starving for interaction with us. We tried to interact with them some, but they were supposed to be sitting in their rows and would get in trouble for bothering us. They were all very energetic and happy kids.

Thailand • March 27

On our quest to eat our way around the world, our next stop was Thailand. We had a whirlwind visit to Thailand in which we spent two nights in Bangkok and two nights in Kanchanaburi.

When we arrived in Bangkok, we immediately headed to the Sunday market. It is an incredible market in the center of the city. Here they have all types of food and wares. Clothing, woven baskets, items made out of wood, jewelry, and much, much more. The food that you can get on the street is delicious.

It was quite common to see monks walking in Thailand. They were easily identified because of their orange robes. Monks are the only ones that are supposed to wear orange in Thailand, so you don't see any articles of orange clothing sold. Temples would not allow people in with orange clothing, so it had to be either taken off or covered up.



The MV Explorer

One of the best stories we have is that it seems to be good luck to rub the stomach of someone who is happy. There is a story of the Laughing Buddha which is the next Buddha to come. Anyway, there were two women who appeared to not be able to help themselves from rubbing Harry's stomach and then kind of realizing what they had done and being a little embarrassed, but not.

I wish we had more time to spend in Bangkok. There were several temples we would have liked to have visited. We also didn't make it to the central park which supposedly is interesting to be at 8 a.m. in the morning when the national anthem is played and all people in the park stop whatever they are doing (running, exercising, walking, etc) and stand up for the anthem. We had some friends that were there to witness this.

We saw only a small tip of Thailand. There are nice beach resorts in Thailand that many of our students went to. As with all countries, there is a variety of country to see and only a small time in which to do this. I think we spent our time well, but we always want more.

If you'd like to read more about this "Semester at Sea" adventure, go to Gary's blog at www.wou.edu/~dukesg.



Harry, Kathy and Maddy Dukes

As we pulled up to the area, we were met with a small marching band and the members actually in marching band type uniforms. As we all got off our bus, students from the school greeted us with

Wolves athletes and coaches inducted into 2009 WOU Hall of Fame

The Western Oregon University Athletic Hall of Fame, presented by MaPS Credit Union, honored its fifth class of inductees this spring.

The class of 2009 included four athletes, a coach and an individual honored for meritorious service. The sport of track and field connected four of the six inductees, with former head coach John Knight and assistant Berny Wagner (meritorious service) headlining the class, along with two athletes that they coached: national champions Alper Kasapoglu and A.J. Acker. With this year's class, 36 former Western Oregon athletes are now hall of fame members, along with seven coaches, eight teams and six meritorious service honorees.

A.J. Acker

A five-time All-American in the high jump, competed at WOU from 1996 to 1999... Won the NAIA national outdoor championship in 1998 and 1999 and won the NAIA indoor national title in 1999... Holds the school record in that event with a leap of 7-0 ½... Also earned outdoor NAIA All-American honors as a sophomore... Named an NAIA indoor All-American in 1998... Four-time Cascade Conference champ in the high jump.

Heather Bailey

Outstanding two-sport star at Western Oregon from 1993 to 1997... First team NAIA All-American in volleyball in 1996, second team All-American in 1995... Two-time first team AVCA all-region selection... First team NAIA All-National tournament team in 1995... Cascade Conference Player of the Year in '96... Three-time All-Cascade Conference selection... Still WOU's career leader in kills per game (4.14) and solo blocks (148)... Her 5.41 kills per game is also still atop the single-season list... Second on the record list for digs in a season (730... Holds the school record for kills in a single match, with 41... Also played basketball at Western on two national championship squads.

Alper Kasapoglu

Won four NAIA national championships in the decathlon from 1993 to 1997... Holds the WOU record in that multi-event with 7,818 points, nearly 1,000

points better than anyone else in school history... Also still holds the school record in the 110 hurdles (14.37), the indoor pentathlon (3,966 points) and the indoor long jump (23-7... Still ranks in WOU outdoor top 10 in the 100 meters (sixth, 10.74), 400 meters (sixth, 48.56), long jump (third, 24-10), and pole vault (fifth, 15-9)... Still holds the Cascade Conference records in the 110 hurdles (14.49) and the long jump (24-6 ½)... Competed in the 1992 Barcelona Olympics and the 1996 Atlanta Olympics in the decathlon. *(Read more about Kasapoglu's story on page 21.)*

Brian Traeger

Record-breaking quarterback for the Wolves from 1993 to 1996... Holds the WOU record for most passing yards in a career with 6,778 and total offensive yards with 7,097... Second on WOU's all-time list in passes completed (496) and touchdown throws (38)... WOU's single-season record holder in total offense (2,866 yards, 1996) and pass accuracy (.628, 1994)... Second in single-season passing yards with 2,605 (1996... Had top two totals for passing yards in a game with 420 (SOU, '94) and 411 (PLU, '96) until this past season... Three-time All-Columbia Football Association selection.

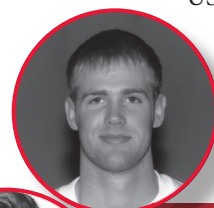
John Knight

Coached WOU's track and field program from 1979 to 2003... Had 17 individual national champions during that time... Won national coach of the year honors in 2003 (NCAA) and 1993 (NAIA)... coached over 250 All-Americans... Named a conference coach of the year for eight consecutive seasons from 1996 to 2003 in the Cascade Conference, Pacific West Conference and Great Northwest Athletic Conference... A member of the NAIA track and field Hall of Fame... He had three teams place fourth at the NAIA national championships (1992, '93 and '97 men) and another squad finished sixth (1995 women).

Berny Wagner

Volunteer assistant coach with the WOU track and field program for 14 years... Focused on the high jump... WOU athletes earned 15 All-American honors during that time... That includes three national title winners, one second place and one third place finish... Also was the head coach at Oregon State in track and cross country from 1966 to 1975, where he coached nine national champions. He is a member of the OSU Hall of Fame... Was an assistant coach for the 1976 USA Olympic team... Coached OSU gold medalist Dick Fosbury (1968)... Was the US Track Coaches Association Coach of the Year in 1972...

He is a member of the USTFCCCA Hall of Fame. *-rb*



A.J. Acker



Heather Bailey



Alper Kasapoglu



Brian Traeger



John Knight



Berny Wagner

Western's Alper Kasapoglu is one-of-a-kind in many of ways

Alper Kasapoglu, from the country of Turkey, is WOU's first international representative in the five-year old hall of fame. He was also a once-in-a-lifetime athlete in Wolves colors, winning four consecutive national decathlon championships from 1994 to 1997.

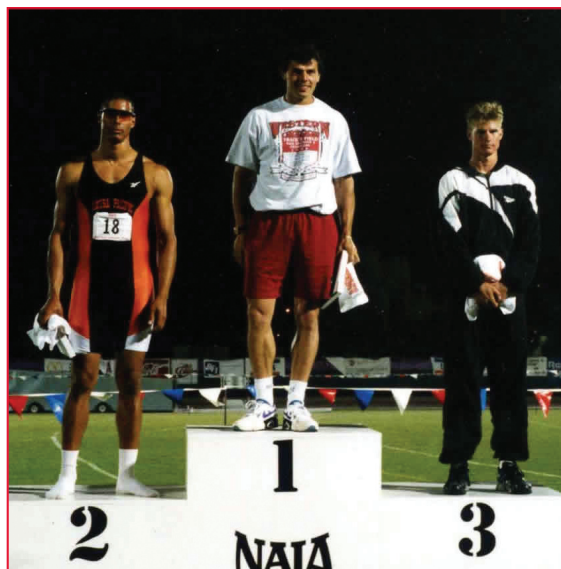
Kasapoglu competed for Western Oregon during a time when the school was a member of the National Association of Intercollegiate Athletics (NAIA). He won the grueling 10-event competition every time he competed in it. No one else has ever won the national title in the decathlon at the NAIA level more than twice.

His 7,818 points scored at the 1996 national championships is still the NAIA all-time record. He was named the Herbert B. Marrett Outstanding Performer at the national meet in 1994 and 1996.

"He was truly a very, very special athlete for us," said his coach, John

the University of Idaho, where Keller was the head coach.

But Kasapoglu's age deemed him too old for NCAA Division I. Keller said, "But I know the best coach in the



Alper Kasapoglu takes first place honors at the conclusion of the grueling 10-event NAIA competition.

NAIA, John Knight at Western Oregon. Let me talk with him."

"Alper came here with not a lot of the English language under his belt. We got him enrolled in WOU's English Language School, and after studying there he went on to graduate on time with a degree in international business and finance and a minor in sports leadership. It was a total WOU community effort to help him achieve his goals."

John Knight

Knight, a fellow inductee in the 2009 WOU Hall of Fame class. "His story is really unique."

It was Knight's reputation and a little bit of luck that landed Kasapoglu on the Monmouth campus back in 1994.

Born and raised in Bulgaria, Kasapoglu defected to Turkey at the age of 24 in 1990. He began competing on an international scale for his new country, and in the process befriended USA Olympic decathlete Dan O'Brien.

He asked O'Brien about the possibility of coming to America to go to school and train. O'Brien then asked his coach Mike Keller about going to

Knight had been involved in numerous international track and field efforts. He was selected by the State Department to work with the Olympic Solidarity

Grant Program, which brought athletes from third world countries to the United States. That helped bring a

number of international athletes to Western Oregon's campus during the 1990's.

"We had athletes here from Japan, Cameroon, Nigeria and other places," Kasapoglu said. "I felt comfortable here. It was a great time for me."

"Alper came here with not a lot of the English language under his belt," Knight recalled. "We got him enrolled in WOU's English Language School, and after studying there he went on to graduate on time with a degree in International Business and Finance and a minor in Sports Leadership. It was a total WOU community effort to help him achieve his goals."

Kasapoglu competed for Turkey in the 1992 (Barcelona) and 1996 (Atlanta) Olympic Games, and now is on the Turkish Olympic Committee and the Paralympics Committee, in addition to working as a business manager at a real estate company in Istanbul.

But near and dear to his heart is his time at Western, and in particular, his reverence for Coach Knight.

"Some day, I will write a book about all that Coach Knight means to me," Kasapoglu said. "He is like a second father to me. I do not have the words to describe what he has meant to me in my life. I get very emotional just talking about it."

The experience for Alper's coach was special as well.

"Alper is a success story that isn't even finished yet," Knight added. "He overcame great odds to accomplish so much during his time here at Western Oregon, and I know that we helped prepare him for that." *-rb*



Danielle Buffington, senior, education

"Studying abroad to Argentina was one of the best choices I have ever made for myself. Not only did my Spanish improve greatly, I also experienced a culture so unlike my own, and challenged myself in ways that made me become a more culturally diverse and independent thinker with the confidence to pursue my love for the Spanish language. If you have even the slightest inkling to study abroad, don't ignore it. You will not regret this once in a lifetime opportunity!"

oneonone



Ron Thiesen '75, '82 joined the WOU Alumni Board this year. He attended WOU (then OCE) in the late 70s and early 80s, and has fond memories of his alma mater. "It was well known then, that if you wanted to be a teacher, you had to go to OCE, because it was the premier teacher education college on the west coast."

What was it like as a student here?

The size [of the school] was not overwhelming like other colleges in the area; it had a family feel to it. Students were, and still are, able to establish very close relationships with professors, which was very important to me and greatly impacted my grades.

What degrees did you earn?

As an undergrad, I was a history major and an English minor. I earned my bachelor's degree in secondary education and then came back for a few summers to earn my master's in guidance and counseling.

Did you participate in campus activities?

My wife, Sandra '66, '71, and I loved living in married student housing, which was very inexpensive – the residence halls were where the action was. I was active in Intercollegiate Knights, an invitation-only service fraternity for men; all of my closest friends were members, and we did fundraisers for local elementary schools. My senior year I was chairman for the first large-scale homecoming event at OCE, which included a Friday night concert.

Do you have a favorite college memory?

There are so many good memories; it was such a positive experience. I did my student teaching at LaCreole junior high in Dallas and absolutely loved it."

What is the biggest change you've noticed since your time at WOU?

What strikes me the most is that the campus is absolutely gorgeous, there are incredible new buildings and facilities, and yet it still feels like home."

Tell us about your professional life.

Upon graduation, I taught English and social studies in Bend for about eight years, dividing my time between teaching

and counseling after earning my master's degree. My wife and I were hired by the Department of Defense Dependents' Overseas Schools to teach children of Army personnel stationed in Germany, and for four years I taught middle school and high school while my wife taught at the elementary level. This was a wonderful opportunity, which allowed us to travel extensively in Europe. When we returned to the U.S. we decided to become entrepreneurs and opened an OSU collegiate sportswear and gift shop as well as a screen-printing and embroidery business. This allowed us to have our own business and yet still enjoy working with young people.

You have a strong interest in staying vital and contributing to your community during your retirement. How are you accomplishing this?

As a retiree, I love to golf, fish and do yard work, but it's just not enough to fill the year. I have served on the board of directors of a variety of non-profit organizations including Boys and Girls Club, Chamber of Commerce, the Downtown Corvallis Association and the Benton County Historical Society and Museum, where I was offered a position as the new development director. I find it very fulfilling. How many people get to experience three different careers that they've loved in one lifetime? I'm wondering what the fourth will be!"

Any advice for our students?

I believe so strongly in WOU and what a wonderful institution it is. My wish for WOU students is that they would take advantage of every available opportunity at Western. I encourage them to be involved on campus, spend as much time as possible interfacing with their professors, and look for a meaningful internship. Don't let anything slip by you – these can be the greatest years of your life. Your involvement with Western does not end at commencement; it can be a lifelong relationship. –/w



Calling WOU alumni: Have you ever dreamed of performing at Carnegie Hall?

Music professor Solveig Holmquist, MME '78, will be conducting a performance of Carl Orff's *Carmina Burana* in New York's Carnegie Hall over Memorial Weekend in May 2010. Western Oregon University alumni have the opportunity to join this performance.

WOU MAGAZINE: Solveig, tell us about this opportunity for WOU alums.

SOLVEIG HOLMQUIST: Absolutely. This will be my fifth invitation to conduct in Carnegie Hall. Since I'm nearing retirement, I want to make this performance an extra special event: **any alums who sang in choir while at Western are invited to come to New York and participate in this performance!**

WM: Any alum, no matter their experience at the time or current singing involvement, can join this performance?

SH: Yes! Performing in Carnegie is a dream for so many; I'm honored to be able to help singers from Western be able to reach that dream. Next year's group of student Chamber Singers will be practicing and performing the more complex portions of the piece, but many parts of it can be performed by anyone who has singing experience.

WM: What piece have you chosen?

SH: *Carmina Burana* by Carl Orff. It's a 20th century work based on the writings of medieval monks. It's very rhythmic and exciting, and though there's a lot of

beautiful writing for women, it naturally calls for many male singers. Some of it is actually pretty bawdy.

WM: So, you need a lot of men to sing?

SH: We can use as many men as can carry a tune and a suitcase! Women are, of course, welcome, but there is a definite need for men for this project.

WM: How many spots are there?

SH: About 130 spots remain - 70 places have already gone to the WOU Chamber Singers plus choirs from Hawaii and Virginia.

WM: What about cost and dates?

SH: Participants need to arrive on Thursday, May 20. There will be a three-hour rehearsal on Friday, Saturday and Sunday, either in the morning or afternoon, leaving plenty of time for sight-seeing or shopping. Many people catch a Broadway show, a Mets game or a performance at the Met. The performance itself is on Sunday, May 23.

The participation cost per performer is \$590. This fee helps to cover the production costs, rental of Carnegie

Hall, hiring the orchestra and soloists, and advertising the concert. This will be a very busy Memorial weekend in NYC and we can expect a full house! Spouses, friends or family can purchase a VIP patron ticket for \$295. This gets them a great seat at the performance and access to all the rehearsals and the gala reception.

People are responsible for their own airfare and lodging, but we can help them find airline tickets and hotels.

WM: What is your deadline?

SH: A \$200 deposit is due by June 1. In some cases registration after June 1 will be allowed, but it's best to sign up before then to ensure a spot in the performance. After signing up, performers will receive information about obtaining the music and rehearsal tape if they live too far away to get to any rehearsals.


WM: How do people sign up?

SH: Go to www.wou.edu/music and follow the link to "Carmina in Carnegie Hall." You'll find more details, plus a registration form to download and send in. Or contact me at 503-838-8437 or holmqs@wou.edu.

WM: Is there anything else you'd like our alums to know?

SH: For those who live locally, we will be performing the piece in advance of Carnegie Hall at the Elsinore Theater in Salem. This will be an amazing experience! It would be wonderful to have a large WOU presence!

Where in the world did they go? **Germany**



Dustin Byers, senior, history

"Choosing to study abroad is choosing to live a life of constant flux. Being abroad turned me inside out and upside down. Life became a challenge and a daily conquest of myself. If you stay long enough in a foreign land you yourself become foreign, a sort of cultural reincarnation."

Friendships remain strong through the decades

Nigerian-born Boniface Madubom returns to visit old friends and his alma mater

Try to imagine this: it's 1966 and your home is in the middle of a civil war. You fly to an unknown country, a place you've never even visited, to attend college with the dream of becoming a teacher. Not only is the country unknown, but you've landed in one corner of it and have to find a way to reach the other side. Once you reach the college, you find out that you are the very first person from your continent to attend the school.

Boniface Madubom '69, '70 went on this very adventure. He left his home in Biafra, a state in southeastern Nigeria, and flew to New York. From there he took a bus to Corvallis, then the Registrar of Western Oregon College of Education at that time, picked Madubom up from the bus station. They had a mutual friend who was a student at Washington State University who told Madubom that OCE was the place to prepare teachers.

After expenses for his cross-country bus trip, tuition, books and other spending money – Madubom had \$2.50 left to his name. He found a spot in the brand new Monmouth Fire Department's sleeper program, in which students stayed at the firehouse for free in exchange for working there. Madubom

"I've known a couple of uncommon people in my life and Boniface is among that group. He's a brilliant and wonderful person."

Don Milligan, former Monmouth Fire Chief

was one of about six students who lived there and answered phone calls during the nights and weekends and helped out on the occasional fire call. He also worked as a custodian on campus where he helped clean classrooms.

"I liked the place," he said. "By living in the Fire Department and participating in activities I got to meet more people. And living in Oregon gave me a great understanding about the United States culture. I enjoyed my stay there both socially and academically."

Madubom became close like brothers with one of his fellow sleepers and OCE student, Bob Kunders '69. So close that they were in each other's

weddings. "He worked as many hours as he could – he did that all the way through the term to pay for the next term," said Kunders. He recalled how Madubom would work in the fire department until midnight, stay up until 2 or 3 a.m. studying, wake up for early morning class and attend them all day, then start the day over at the fire station.

Don Milligan, the Monmouth Fire Chief at the time, said Madubom was one of the first three students who joined the sleeper program that Milligan had implemented. "I never saw Boniface sleep," said Milligan. "He was very focused and knew where he was going. He spent an awful lot of energy, more than most would to get there. I know that he studied and absorbed like a sponge, he was always intense in his studies."

Madubom was so dedicated to his studies that he completed both a bachelor's and Masters in Teaching from OCE within four years by taking a full load of classes every term, including the summer. One would think that such dedication to studies would require all of one's time, but Madubom found the time to earn money to sponsor several African international students to attend OCE as well.

Kunders explained that at the time an international student had to have a sponsor who put about \$1,000 in an account so the student didn't arrive in the United States completely poor and without options. Madubom sponsored several cousins and his fiancé, now wife, Peggy, to come to Monmouth.

While Madubom was at OCE, he never went home to visit. There was a civil war with Nigeria at the time and his family and friends were involved, so he had no communication with them for quite a while. "The first couple of years he was here, he was very concerned for his family," said Kunders.

After he and his wife earned their master's at OCE, Peggy with a library science degree, they moved away to earn their doctorates. Madubom spent

some time at University of Nebraska, Lincoln, but ended up completing a second master's in education then a Ph.D. in curriculum and instruction at University of Missouri at Columbia in 1980. When Boniface was at



After a 30-year absence, the Maduboms toured the campus with long-time friends Joann '69, '85 and Bob Kunders '69

Missouri, Peggy was at the University of Oklahoma. He went on to a successful career in teaching and administration in Nigeria, and retired in 2000.

The Madubom's eventually had three children, all of whom currently live in the United States, but grew up and attended college in Nigeria. One of their daughters, Tochi, lives in Oregon. She is very close with Kunders, having contacted him as soon as she moved to the U.S. "He's my American dad and my children are his Nigerian grandchildren," she said.

When asked why it's important to have international experiences, Madubom replied, "For me it's an exchange of culture. My longest stay there helped me to know the American way. Now when things are discussed, I can fully understand what is happening. When you interact with people like that, you meet students from all over the world. That exchange of culture helps and people can better understand themselves."

The Maduboms returned to Oregon for several months beginning late 2007 to stay with Tochi while she was pregnant with her second child. During their time, Kunders, Milligan,

continued on page 28

1930s

In Remembrance

Bessie (Bartoldus) Justen '38 Nov. 22 at age 89. Bessie taught two years at Mountain View School, a one-room school near Astoria. She was a teacher and principal for nine years at Morrison School in the Warrenton school district and then four years at Walluski School in the Astoria area. She had a lifetime teaching certificate and retired after 15 years.

Wanita Mae (Propst, Myers) Haugen '36 '55 '63 Oct. 8 at age 90. Wanita graduated from Albany High School at the age of 16 and went on to graduate from college. She taught in a multi-grade one-room school, with students that were about her same age. She taught in different areas of the Willamette Valley; and later became principal of the Scio Middle School.

Margaret E. Burton '36 Nov. 26 at age 92. Margaret taught primary grades at Brush College School in Polk County, Lynch School in Multnomah County, and Macleay Grade School in Marion County. She married Vivien K. Burton on Aug. 11, 1939.

1940s

In Remembrance

Bernice Labes '41 Feb. 27 at age 88. Bernice was an elementary school teacher.

Evelyn (Pitman) Keyt '40 '59 '63 Nov. 4 at age 89. Evelyn taught elementary school at Perrydale. Evelyn married Kenneth Keyt on May 30, 1943. She became a special education teacher and superintendent of Special Education for Yamhill County. She was a member of the Amity Church of Christ, Perrydale Goodwill Club, and Polk County Historical Society.

Richard Cantrell '40 Feb. 9 at age 88. While attending Oregon Normal School, Richard played on the varsity basketball team and graduated with a lifetime teacher's certificate. He served in the U.S. Navy during WWII. Rick married Idonna Ward in 1942. He taught school at Hill Military Academy, Parkdale High School, Union, Lobster Valley, Chenoweth and Dufur schools, where he retired. He also owned Rick's Feed in Dufur. He enjoyed serving with the Dufur City Council, the Wasco County Sheriff's Dept. for 25 years, and as Wasco County judge for four years.

1950s

John and **Pat (Holman) Peckham '56** celebrated their 50th wedding anniversary in Bend in June 2008, the family gathering included their three children, spouses, and six grandchildren. The weather was great for tennis, golf, hiking and canoeing. They spend the winters in San Diego, where Pat still volunteers in second grade.

Don Wickstrand '55 was recently elected president of the Indian River Chapter of the Military Officers Association of America in Vero Beach, Fla. Don is a retired U.S. Navy Captain. He is also president of the local Navy League Council.

In Remembrance

Olive (Goheen) Barnhardt '59 Feb. 6 at age 95. Olive had a successful career as a teacher of hundreds of students. In 1935, Olive married Aubrey Tobias Barnhardt and they were married for 39 years.

Shirley (Moser) Sanford '55 '56 Nov. 4 at age 74. Shirley was a librarian in the West Linn School District for 32 years.

Willis Keithley '51 Dec. 19 at age 96. Willis married Betty Ryan on Dec. 31, 1933. In 1941 Willis enrolled in the U.S. Signal Corps. He helped in the founding of Okinawa University for GI's, and was instrumental in the development of the radio call signal system still in use in the military today.

1960s

In Remembrance

Emma (Young) King '63 March 25 at age 93. Emma began her 35-year teaching career at a one-room school house in the remote Basque community of Arock. Until she died she could proudly recite the long Basque names of those first students. Emma retired in 1976 from Four Corners Elementary School. One of her proudest accomplishments was introducing young children to the wonders of learning and reading.

Lester Alan Helvie '68 Aug. 9 at age 62. Les was stationed in Seoul, South Korea, where he completed Officer Candidate School. Upon his discharge, Les began his career working for the state of Oregon. He worked in Eugene for several years and then transferred to Salem. He retired in 2003.

Elva Mae (Johnson) Matson '67 Feb. 23 at age 96. Elva taught in rural one-room schools until she met and married Homer Matson, also a country school teacher. During her 32 years of teaching, she taught a son, daughter, and grandson. She retired in 1975.

Stewart Bye '63 Feb. 4 at age 69. Stewart met his sweetheart Carol while attending college. They were married in 1961. He served proudly in the Army National Guard and after his service he accepted a position with Wilco Farmers in 1964 and retired after 38 years of dedicated service in 2002.

Reta (Stutz) Bork '69 Jan. 4 at age 63. Reta married William Bork in 1967. She was an administrative assistant in human resources for Portland Public Schools.

1970s

Judy (Miller) McConnell '79 lived for 10 years in Houston where she worked as a mosaic artist, and is returning to the Pacific Coast. She earned a master's in public administration from Harvard's Kennedy School of Government. She previously lived in Seattle, working in media relations for Seattle Public Utilities. She was also executive director for a non-profit organization providing mentors and tough curricula for youth at risk of dropping out of schools, worked for the Oregon Legislature, and as a lobbyist for Central Lincoln PUD.

Phillip Fishwick '78 is a potter. His work was shown at Medford's 2008 Clayfold show. Phil and his wife, **Marilyn (Horn) '75 '76**, live in Medford.

Major David Lyle Taylor '77 continues to support the Joint Chiefs of Staff with Net-Centric portfolio management oversight. His son, Sergeant Jason Taylor, is currently a trumpet player with the Army band at Fort Wainwright, Alaska and son, Jarrod, entered the Army in February as Specialist trombonist. His granddaughter, Jazmin Charles, performed her first concert on trombone in December.

Sharon (Baugh) Baum '75 '86 is in her 31st year of education and her 15th year as an administrator. She is enjoying life and getting closer to retirement.

Karen Roberts Cusick '74 retired with 30 years of service with the State of Oregon Employment Department. She is married with two children and one grandchild and would love to hear from her classmates!

Jean Rix '71 retired in January of 2005 from Pacific University as a member of the exercise science faculty and assistant to the athletic director. She spent 20 years at Pacific teaching future health and physical education teachers and department of athletics administrator.

Lono Waiwaiole '71 has recently completed his fourth novel, *Dark Paradise*, published by Dennis McMillan Publications.

Looking forward to the auction? Get your tickets now!

WOLFPACK AUCTION

Saturday, May 16 Salem Conference Center

Doors open at 5; auction begins at 7 p.m. For ticket information, contact Jerilyn Opoien at opoienj@wou.edu or 503-838-8793.

Support the Wolfpack Athletic Club • www.wou.edu/auction

In Remembrance

Larry S. Vincent '77 Nov. 28 at age 68.

Diane Jacobson '76 Jan. 24 at age 54. Diane was a teacher in the Sisters School District for 28 years. Her first job was for Kracksburger Elementary School in Clackamas.

Doris J. (Madison) McPherson '75 Feb. 4 at age 80. Doris started her career as a social worker and counselor at Bush Elementary in Salem, then as a teacher at West Salem Elementary and Newport Middle School. She also opened an ice cream shop in Newport, Ore. Doris was the first single foster parent in Oregon and her family shared their home with six long-term foster children.

Robert "Bob" L. Adamson '74 Feb. 5 at age 57. Bob married Stephanie Ann Grubb in 1972. They moved to Roseburg where he worked in the Douglas County Planning Department as a land use planner. In 1977 he became a real estate agent. He worked in real estate for 10 years and later for Banks Lumber Company before starting his own construction business in 1995.

Edward Mulkey '71 March 28 at age 78. Edward was in the military reserve from 1952-1980, and received many awards, including the Gen. John J. Pershing Scholarship in June of 1967. He taught in the military reserve. Ed also taught in the Salem School district as an elementary school teacher and continued in teaching in junior high school. Ed served as the local president of The Oregon Education Association, and as a volunteer tax aid for AARP for many years. Ed was also the education officer in the U.S. Power Squadron for 10 years.

Barbara Ann Roberts '71 Oct. 26 at age 59. Barbara had a professional career of 33 years with Park, Recreation and Community Services in Salem. She enjoyed creating opportunities in recreation for youth and adults as well. During her college summers she worked for a Redmond Recreation Council, running the youth softball program.

Linda (Fotta) Freeman '70 Nov. 2 at age 60.

Michael John Kolb '70 '74 Dec. 18 at age 65. Michael served in the U.S. Army and was stationed in Germany. He became a grade-school teacher and then principal of several elementary schools, Waldo Middle School, and North Salem High.

Frederick D. Stabler '70 Feb. 1 at age 92. Fred served his country in WWII. He taught in Hood River and Gresham. Fred married Margaret Exley on Sept. 1, 1946. They owned and operated Stabler Convalescent Home for 17 years. He retired in 1981, following 12 years as a speech therapist in the Newberg School District.

1980s

Diana (Smith) Dickey '88 was recently elected to Salem City Council, and began a four-year term in January. She is a substitute teacher with the Salem-Keizer School District and lives in Salem with her husband and two teenage sons.

Steve Emmert '83 '89 has been named principal of the new middle school in Sherwood. Steve taught high school English and coached volleyball between 1984 and 1990 before taking a six-year leave of absence. During that time, he kept coaching and worked as a youth and counseling pastor. Steve and his wife, Sandi, have two grown sons, Chad and Ty, and a daughter, Nicki.

Nancy Goodwin '83, owner of the Sun & Moon Acupuncture Clinic in Longview, Wash., is the team acupuncturist for the Washington Raptors. She has practiced massage and trigger point myotherapy since 1987 and has been practicing Oriental medicine since 1996.

Frank Betzer '82 has recently become the development director of SMART (Start Making A Reader Today).

Janel Keplinger '82, a reading specialist and educator of 27 years, has been appointed to the Alaska State Board of Education & Early Development.

Martin Follse '80 '85 is the band teacher at Riddle High School; he's been there for 29 years.



Martin Follse '86

John Hoffmeister '80 retired from the Salem Police Department on Sept. 30, 2008 after a 31-year career in law enforcement. His career included assignments in undercover narcotics, being on the motorcycle squad, as a long time member of the SWAT Team in several capacities and as a trainer in numerous survival skills areas. His last assignment was as a patrol lieutenant and included managing the SWAT, Negotiations and Riot Teams, the Bomb Squad, and the K-9 Unit.

In Remembrance

Kurt Gustafson '80 Feb. 20 at age 57. Kurt was a member of the Coast Guard previous to attending college. He taught at Grand Prairie Elementary, Memorial Middle, South Shore Elementary and North Albany Middle schools. He taught for the Greater Albany Public School District for 26 years.

1990s

Brent Ochesky '99 became an Oregon State Trooper in Feb., based in The Dalles. He was previously a reserve officer with the Monmouth Police Department and also worked as a police/fisheries enforcement officer for eight years.

Dale Purcell '98, who has been working at the State Police Crime Lab in Oregon has just been accepted at John Jay College of Criminal Justice in New York City to pursue a Ph.D.

Laura (Middaugh) Rios '98 joined the Peace Corps after graduation and spent two years roaming Europe, educating young Bulgarians in the English language and working with the underprivileged Roma (gypsy) groups near Shuman, Bulgaria. She settled in the DC area, where she works for a non-profit in the development of educational curriculum. She married Jason Rios on Apr. 6, 2008 and they live in northern Virginia.

Jeff Hampton '96 has been named the Oregon Lodging Association's president and chief executive officer. He formerly worked as Travel Oregon's policy and research manager and previously held posts with the Oregon Restaurant Association, where he directed membership sales and operations for it and the Oregon Lodging Association.

Robert Findtner '95 and Leah Findtner welcomed their daughter Piper Laurine on Oct. 17. Rob and Leah also have a son, Henry, age three.

Anna Hunter '95 '00 is Keizer Elementary School's learning resource teacher, working at this campus and at Lake Labish Elementary School. She has taught in Albany, Silverton, and most recently in Owasso, Okla. She is glad to be home in Oregon, and is excited to return to her elementary school as a teacher.

Myrna Martin '95 has been recognized by Cambridge Who's Who for showing dedication, leadership and excellence in all aspects of textbook publication. She is president of Ring of Fire Science Company, LLC. She has written and published over 29 books, regarding all aspects of science. Myrna worked as a science teacher with Salem Keizer and Redondo Beach public schools for 35 years.

Scott Nichols '95 and his wife Colleen had their third child, Taylor Ann Nichols, on Oct. 24 in Pembroke Pines, Fla. Big brothers Hayden and Jake are very excited to have a little sister.

Roberta Monaghan '93 attended the US Transplant games, Olympic-style games for transplant recipients, in July of 2008. They were held in Pittsburgh, Penn. She took home a silver medal in the 100M breast stroke event, and a bronze medal in the 200M run. While walking in the Portland to Coast race in August of 2008, her fiancé proposed just after the first leg. The wedding is planned for the summer of 2009.

Betty Elaine Komp '90 '92 is a candidate for Oregon House District 22 for a third term. She has served on the Mount Angel School Board and has been active in Kiwanis and Woodburn Together. Komp's experience as a public school teacher and principal is valuable in the legislature.

In Remembrance

Larry Swain Brents '93 Feb. 14 at age 63. Larry joined the army shortly after high school and served two years in Vietnam as a combat medic. He rose to the rank of 1SG before retiring from the Army in 1985. He was a member of the Masonic Lodge and enjoyed fishing, hunting and traveling with his family.

Susan Marie Askew '92 Jan. 25 at age 39. Susan lived for three years in Atlanta, Ga., before returning to Gresham in 2006. She was a marketing representative for U.S. Trust.

Todd S. Opsal '92 Jan. 25 at age 41.

John Petersen '92 '94'98 Oct. 28 at age 38. John was ASWOU president while at WOU. He taught school in Crane, Sleetmute and Point Hope Alaska, and most recently in Helix, Ore. He also worked as a deputy district attorney for Deschutes and Harney counties.

2000s

Amanda Cline '08 is a graduate student at University of Nevada, Reno. She is working toward her master's in biochemistry.

Catherine Dahl '08 has been accepted into dental school at Tufts University in Massachusetts.

Tanya Hart-Garman '08 has begun graduate studies through the Grand Canyon University online program. Her program is professional counseling and she plans on being a licensed counselor.

Katharine Noll '08 began teaching middle school math and science for Quality Schools International in Chengdu China (Sichuan province) in fall 2008.

Brandon O'Neil '08 is the coach for the defensive and offensive lines for the North Bend High School Bulldogs. He and wife **Ashley (Eberle) O'Neil '08** live in North Bend.

Natalie Reding '08 is a first-year physical education teacher at Kennedy Elementary School. Her job consists of teaching first, third, fourth grades, DLC, and facilitating the Mileage Club. Natalie is following in her parent's footsteps, both retired teachers from the Salem-Keizer School District.

Tiffany Rockwell '08 is the Web coordinator for enrollment management at the University of Idaho.

Leslie Summers '08 is a co-executive director of the Miss Marion-Polk County Pageant. She won the pageant in 2007 and is currently an office manager for the Marion County Association of Defenders.

Karyn Taylor '08 has begun graduate studies through the Grand Canyon University online program.



Alex Vo '08 has been accepted to OHSU School of Dentistry.

Shanley Young '08 has been accepted into the master's program at John Jay College of Criminal Justice in New York.

Christina Demke '07 has been accepted into the Ph.D. program at the University of Utah.

Tyler Mack '07 has been accepted to OHSU School of Dentistry.

Michelle Swanick '07 has been accepted into a physician's assistant program at Idaho State University.

Tucker Brack '06 is an assistant coach at the University of Portland. A baseball player at WOU, he was most recently an assistant coach and assistant athletic director at Lower Columbia College in Longview, Wash., where he assisted with the middle infielders and hitters and handled game management for all home events. Prior to his stint at LCC, Tucker was the head coach at Chemeketa Community College in Salem from 2004-2008.

Holly Grimes '06 has been accepted for a summer

graduate internship at the Jet Propulsion Lab in Pasadena. She is currently a graduate student at PSU in computer science where she maintains a 4.0 GPA. Oregon Space Grant will pay her travel costs and weekly stipend.

Nathan Howell '06 has been accepted to the OSU College of Pharmacy.

Lincoln Ropp '06 has been accepted to Kansas City University of Medicine and Biosciences and Nova Southeastern University College of Osteopathic Medicine in Florida.

Kelly Linn White '06 graduated from OSU in 2008 with a master's degree in public health and is currently the Tobacco Prevention health educator for the Marion County Health Department.

Marika (Schneider) Conrad '03 '07 and **Michael Conrad '04** welcomed their first child, Eliana Grace, on Dec. 11, 2008. Marika is a fifth grade teacher at Hopkins Elementary in Sherwood and Michael works at Portland Service Station Supply.

Dr. Thomas J. Henderson '02 has been selected to be chief resident in the emergency medicine department of York Hospital, York, Penn., for the 2008-09 academic year.

Amy (Williamson) Layton '02 was named Teacher of the Year (primary) at the Monmouth-Independence Community Awards banquet in December. She teaches at Independence Elementary.

Nicole Mullins '02 has been accepted into West Virginia School of Osteopathic Medicine and Midwestern University at Glendale, Ariz.

Jennifer (Gavlas) Arsenault '00 and Jason Arsenault welcomed Nathanael Alexander to their family on March 1, 2009.



Rebecca Chadd, senior, Spanish

"Going to England not only opened my eyes to the diversity of British culture, but to the nuances of American culture as well. It is amazing how little you know about American culture when you're constantly surrounded by it! Only by getting outside of the country can you truly begin to see your culture for what it is. Curious? Then go, already!"

In Remembrance

Daniel Palmer Sweet '70, '76

February 16, 2009

Dan was born and raised in Prineville, and graduated from Prineville High School in 1965. Dan went on to earn a bachelor's in education from WOU and marry Peggy Seuell – both in 1969.

Dan and Peggy settled in Lebanon, where Dan began teaching at Lacombe School, then at the Griggs School. He earned his master's in counseling in 1975, then went on to work at Seven Oak Middle School until 1993 when he moved to the district office to become the program consultant. Dan retired from the Lebanon School District in 1999, but continued working in retirement at Western Oregon University as a student teacher supervisor.

Tom Tennant '79

December 12, 2008

Woodburn Police Captain Thomas P. Tennant was a hero, epitomizing the qualities that a great man and respectable law enforcement officer should have. He lost his life in the line of duty when he was killed in a Woodburn bank blast on Dec. 12, 2008, along with Oregon State Police Senior Trooper William Hakim.

Tom, a 28-year-veteran of the Woodburn Police Department, spent most of his childhood in Salem and was a native of Prineville. He graduated from Sprague High School in 1975 then immediately began his college career at Western Oregon University. After four years he left WOU with a bachelor's degree in criminal justice. He served with the Hubbard and Salem police departments before joining Woodburn as a patrolman in 1980. He was promoted to sergeant after nine years, then to captain in 2004 where he oversaw the investigation and records divisions. In 1993 he graduated from the Federal Bureau of Investigation National Academy, which was one of his proudest accomplishments.

But Tom wasn't all work. All who knew him enjoyed his laughter, and appreciated his sense of humor, such as his affinity for Jeff Foxworthy's "you might be a redneck if..." jokes. His coffee mug had a picture of John Wayne with the words "courage is being scared to death but saddling up anyway."

Tom was also a family man, putting those he loved first in his life. Law enforcement is tough on a marriage, but Tennant and his wife, Mary, refused to let anything get between them. They had celebrated their 25-year wedding anniversary a couple of months before he died. Together the couple had three children: Becky, 24, Jenny, 22, and Scott, 18.

Those who worked with Tom knew they could count on him. He donated his time to countless volunteer efforts over the years from Oktoberfest to putting on a Santa hat and handing out presents for the Love Santa toy drive to athletic activities with his children. He was also

involved in charitable organizations like Kiwanis and Knights of Columbus.

"I cannot match in words what Captain Tennant performed in deeds," Gov. Ted Kulongoski said during Tennant's memorial service. "I can't give back to him in praise and respect what he gave us in love of family and devotion to his job. I can't wipe away the sacrifice of Captain Tennant any more than I can wipe away our grief and tears."



Woodburn Police Captain Tom Tennant

Reese M. House

September 10, 2007

Reese M. House, 69, urged school counselors to become more involved in school reform as leaders and advocates of student success. He retired in 2006 as director of the National Center for Transforming School Counseling at the Education Trust.

He taught for 29 years at Oregon State and Western Oregon State College. He wrote numerous textbooks, book chapters and professional journal articles on issues in counseling, including HIV/AIDS, sexual identity and orientation, Thai culture and school counselors as advocates. Among his awards, Reese received the 2007 Arthur A. Hitchcock Distinguished Professional Service Award from the American Counseling Association. He was a founder and the first executive director of the Cascade AIDS Project in Portland, Ore., and served on the board of Right to Privacy.

Reese advocated for school counselors to play a greater role in closing the achievement gap between disadvantaged students and their more privileged peers. His efforts had a major impact in school districts, counselor education programs at more than 40 colleges and universities, and on state education department standards for school counselors.

Boniface Madubom,
continued from page 24

Madubom and a few other fire station sleepers got together for a reunion. "It was the first time I'd seen Boniface since college," Kunders said of their 30 years apart. "When we saw each other, we picked up like we'd never been apart."

When Kunders was asked why he cared so much for Madubom, he said, "Boniface is a genuine and very caring person. Everyone who knew him loved him. He was a hard worker and tremendous student. He had every positive quality you could think of in a person. He was a rare gem – you loved him immediately."

Milligan echoed that sentiment. "I've known a couple of uncommon people in my life and Boniface is among that group. He's a brilliant and wonderful person."

Editor's corrections:

In the fall 2008 issue of the WOU Magazine, one of our newly-hired assistant professors was inadvertently left off the story "Successful spring searches bring new faculty." Todd Twyman was hired as an assistant professor of education. His credentials include assistant professor at University of Oregon, and director of School-Community Partnerships at the Oregon Department of Education. He earned his M.Ed. at George Washington University, and a Ph.D. at the University of Oregon in 2003.

Also, while we made every effort to insure the accuracy of information published in the winter issue of the Honor Roll of Donors, some errors were found after press time. Please accept our apologies as we correct the record.

Benefactor:

James and Jean Smith

President's Circle:

Louise and Darlene Balmer

Peter Burke and Mariana Mace

President's Club:


Jean Ferguson

Grieke Moran

Ben and Kari Meyer

Jerrie Lee Parpart

Ed and Pat Stineff

A photograph of an elderly couple, Jane Berry-Eddings and Dennis Eddings, sitting on a black metal bench outdoors. Jane is on the left, wearing a light blue button-down shirt and dark shorts, with her hands resting on her lap. Dennis is on the right, wearing a blue polo shirt and white trousers, with his hands resting on his knees. They are both wearing sunglasses and smiling at the camera. The background features a grey wooden fence, some greenery, and a small tree.

"Our gifts are a way of repaying OCE/WOSC/WOU (we've known all these names) for all it has given us over the years. For Jane, an excellent education that enabled her to pursue a thirty year career at Sprague High School. For Dennis, a wonderful career involving many, many outstanding students and very special people. Western has been a major part of our lives, and the support we give is our way of saying thank you to the university at the same time we support other students who will, we hope, follow us in supporting this most unique institution."

Jane Berry-Eddings '75
Dennis Eddings

Western Oregon University has always prided itself on being affordable and accessible to all qualified students and enabling them to take advantage of its excellence in higher education. But despite low tuition costs, many WOU students still need help paying for college.

That's why the WOU Foundation assists donors, like Jane Berry-Eddings '75 and Dennis Eddings, WOU professor emeritus, with creating endowed student scholarships. Donations to an endowed fund can be made with cash, stocks, life insurance policies, mutual funds or bonds. You can even create an endowed fund through your will or trust documents. This increased financial aid will enable more students to receive a quality education without a heavy debt load.

Endowed scholarship funds are truly the gifts that keep on giving.

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If you would like more information on creating an endowed fund, please contact Paul Moredock, Vice President for University Advancement at 503-838-8149, or via e-mail at moredock@wou.edu.

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Scene from *The Mystery of Edwin Drood*
Winter, 2008
Sharon Biermann '08, Katey Bridge '08

